



## Lexington 2 School District

715 Ninth Street  
West Columbia, South

**Grades** PK-12 District  
**Enrollment** 8,898 Students  
**Superintendent** Venus J. Holland, Ed. D. 803-739-8399  
**Board Chair** Rick Shull 803-796-9172

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>At-Risk</b>
2008	Average	Average
2007	Average	Below Average
2006	Average	Below Average
2005	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

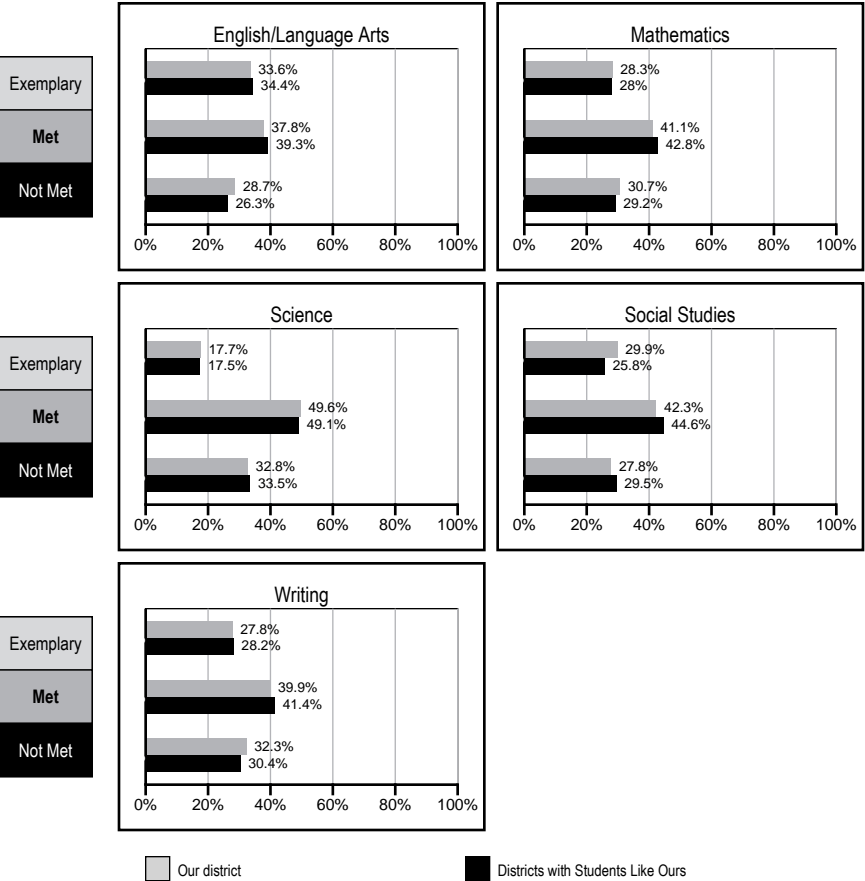
97%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	19	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	79.9%	81.8%	76.6%	76.7%	78.5%	74.9%
Passed one subtest	12.3%	9.9%	13.2%	12.8%	11.2%	13.1%
Passed no subtests	7.8%	8.4%	10.2%	10.5%	10.3%	12.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	74.3%	78.7%
English 1	67.8%	65.5%
Physical Science	60.4%	51.3%
US History and the Constitution	42.0%	36.7%
All Subjects	62.7%	58.8%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=8,898)</b>				
First graders who attended full-day kindergarten	99.4%	Up from 98.7%	99.5%	99.7%
Retention rate	2.2%	Down from 3.1%	3.1%	3.1%
Attendance rate	96.4%	Up from 96.3%	95.6%	95.7%
Eligible for gifted and talented	20.4%	Up from 19.6%	13.2%	11.2%
With disabilities other than speech	10.8%	Up from 10.6%	11.1%	10.6%
Older than usual for grade	3.2%	Down from 3.3%	4.4%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	No Change	0.6%	0.5%
Enrolled in AP/IB programs	24.5%	Down from 25.9%	10.2%	10.5%
Successful on AP/IB exams	37.5%	Down from 42.0%	54.0%	51.2%
Eligible for LIFE Scholarship	40.1%	Up from 30.4%	31.3%	30.8%
Enrolled in adult education GED or diploma programs	109	Up from 103	74	40
Completions in adult education GED or diploma programs	89	Up from 74	44	30
Annual dropout rate	4.0%	Up from 1.6%	4.2%	3.4%
<b>Teachers (n=656)</b>				
Teachers with advanced degrees	62.0%	Down from 62.4%	58.4%	56.8%
Continuing contract teachers	81.9%	Up from 80.3%	79.1%	76.7%
Teachers with emergency or provisional certificates	4.5%	Up from 3.8%	3.9%	4.6%
Teachers returning from previous year	87.3%	Down from 88.3%	90.2%	88.4%
Teacher attendance rate	94.9%	Down from 95.1%	95.0%	95.0%
Average teacher salary*	\$48,079	Up 2.5%	\$47,191	\$46,992
Vacancies for more than nine weeks	0.2%	Down from 0.3%	0.3%	0.4%
Professional development days/teacher	16.6 days	Down from 20.3 days	13.0 days	13.1 days
<b>District</b>				
Superintendent's years at district	1.0	Down from 6.5	2.0	3.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.5 to 1	20.3 to 1	20.5 to 1
Prime instructional time	90.3%	Up from 90.1%	89.8%	89.8%
Dollars spent per pupil**	\$9,044	Up 3.9%	\$9,028	\$9,279
Percent of expenditures for teacher salaries**	57.2%	Down from 58.8%	53.8%	52.7%
Percent of expenditures for instruction**	59.6%	Down from 60.7%	56.9%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	16	No Change	11	9
Number of magnet schools	0	Down from 3	0	0
Portable classrooms	0.6%	Down from 1.0%	3.5%	3.5%
Average age in years of school facilities	30 Years	No Change	28 Years	28 Years
Number of schools with SACS accreditation	16.0	No Change	11.0	8.0
Parents attending conferences	97.8%	Down from 99.6%	95.0%	93.9%
Average administrator salary	\$81,014	Up 6.2%	\$79,295	\$79,261

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	537	96.3%	2634	62.7%	717	67.4%	No
<b>Gender</b>							
Male	257	94.2%	1343	60.4%	339	63.7%	N/A
Female	280	98.2%	1291	65.1%	378	70.6%	N/A
<b>Racial/Ethnic Group</b>							
White	333	98.5%	1611	70.0%	430	70.7%	N/A
African American	189	93.1%	853	48.8%	259	63.3%	N/A
Asian/Pacific Islander	N/A	N/A	27	81.5%	N/A	N/A	N/A
Hispanic	N/A	N/A	127	58.3%	18	44.4%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	46	73.9%	290	29.7%	67	49.3%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	101	57.4%	11	54.5%	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	277	93.9%	1207	55.0%	374	58.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	96.3%	93.5%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	717	661
Number of Diplomas	483	479
Rate	67.4%	74.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	494	481	501	503	475	459	1470	1444		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	18.3	17.5	19.4	18.6	19.6	18.4	19.5	18.8	19.3	18.4
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

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School District Governance

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	16.4 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

During the 2008-09 school year, Lexington School District Two remained committed to our motto, "Champions for Children," as we served approximately 9,000 students in nine elementary schools, an early childhood center, four middle schools, two high schools, an alternative school, and an adult education center.

Despite the precipitous decline in state revenue, with the support of our Board of Trustees, Lexington Two continued to make progress toward our academic goals. Our ability to succeed in state and national test programs is due to the dedication of our staff, parents, and students. The district's schools attained a number of awards and accolades.

R. H. Fulmer Middle School and Springdale Elementary School received the Palmetto Silver Award based on the 2008 State Report Card, while Airport High School received the Palmetto Gold Award based on their State Report Card. B-C Grammar #1 School and Springdale Elementary School were recognized as Red Carpet School recipients for their family-friendly environments. Saluda River Academy for the Arts received the Kennedy Center Award for the Performing Arts. Pineview Elementary School received the State Department of Education's Character Education Award and was named a School Improvement Council Riley Honor Roll School. Taylor Elementary School received national recognition by East Kentucky University for academic excellence. Lexington School District Two's Adult Education Program earned the Palmetto Performers Award based on the high number of high school credentials which were awarded.

Lexington Two encourages teacher excellence through professional growth, and in 2008-09 seven teachers received National Board Certification, bringing the district total to 132. This year's graduating seniors earned \$11 million in academic achievements and scholarships. Lexington Two continues to address challenges as we provide the necessary staffing and programs to continue making student achievement our top goal.

In fulfilling our commitment to providing staff and students with the most technologically advanced tools for teaching and learning, Lexington School District Two has authorized capital improvement funds for the acquisition of sophisticated hardware and software. This commitment will also support the district's desire of insuring technological proficiency among both our staff and students.

As a professional learning community, Lexington Two will continue to use a results-based, data-driven decision-making process to offer the best possible programs for our students. We thank parents and community members for their constant support as we work together to be "Champions for Children."

Venus J. Holland, Ed.D., Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 29 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Corrective Action
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The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status	School	Status
R Earle Davis Elementary	CSI	Herbert A Wood Elementary	RP
Congaree Elementary	CA	Congaree/Wood Early Chld Ctr	NI
George I Pair Elementary	CSI-DELAY		

The Lexington 2 School District consists of 16 public schools with 5 of these schools, or 31.2%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	3901	99.9	28.0	38.1	33.9	82.1	82.8	Yes	Yes
<b>Gender</b>									
Male	1984	99.9	32.7	37.7	29.6	77.5	79.3	N/A	N/A
Female	1917	99.8	23.1	38.6	38.3	86.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	2157	99.9	17.9	37.7	44.4	89.0	89.5	Yes	Yes
African American	1392	99.8	43.3	38.5	18.2	72.4	73.7	Yes	Yes
Asian/Pacific Islander	34	100.0	9.1	45.5	45.5	93.9	92.3	I/S	I/S
Hispanic	304	100.0	35.8	39.5	24.7	72.7	76.5	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>									
Disabled	621	99.0	64.2	24.8	11.0	49.7	52.0	No	Yes
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	273	100.0	39.4	37.0	23.6	69.5	75.1	Yes	Yes
<b>Socio-Economic Status</b>									
Subsided meals	2300	99.9	37.8	40.0	22.2	74.7	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	3901	99.9	30.0	41.4	28.6	79.0	78.9	Yes	Yes
<b>Gender</b>									
Male	1984	99.9	32.0	40.8	27.2	76.5	77.0	N/A	N/A
Female	1917	99.8	28.0	42.1	29.9	81.4	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	2157	99.9	20.1	41.2	38.6	86.8	87.2	Yes	Yes
African American	1392	99.8	46.0	40.8	13.2	66.4	66.7	Yes	Yes
Asian/Pacific Islander	34	100.0	12.1	36.4	51.5	97.0	93.0	I/S	I/S
Hispanic	304	100.0	33.2	46.1	20.7	75.3	76.0	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>									
Disabled	621	99.0	65.3	26.6	8.1	44.7	45.5	No	Yes
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	273	100.0	36.2	43.9	19.9	72.4	76.1	Yes	Yes
<b>Socio-Economic Status</b>									
Subsided meals	2300	99.9	39.3	43.0	17.7	71.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	2612	99.8	32.0	50.2	17.8	68.0	67.5
<b>Gender</b>							
Male	1321	99.9	33.6	46.7	19.6	66.4	67.0
Female	1291	99.7	30.3	53.7	16.0	69.7	68.0
<b>Racial/Ethnic Group</b>							
White	1473	99.9	20.3	54.4	25.3	79.7	79.5
African American	910	99.7	50.2	43.4	6.4	49.8	50.3
Asian/Pacific Islander	24	100.0	25.0	66.7	8.3	75.0	84.3
Hispanic	195	100.0	40.7	47.5	11.9	59.3	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>							
Disabled	413	99.0	62.9	32.8	4.3	37.1	35.6
<b>Migrant Status</b>							
Migrant	1	I/S	I/S	I/S	I/S	I/S	46.1
<b>Limited English Proficient</b>							
Limited English	180	100.0	44.2	47.9	7.9	55.8	59.6
<b>Socio-Economic Status</b>							
Subsized meals	1515	99.8	43.7	46.5	9.8	56.3	55.1

**Social Studies**

All Students	2588	99.6	26.8	42.8	30.4	73.2	72.3
<b>Gender</b>							
Male	1310	99.4	29.3	37.9	32.8	70.7	71.5
Female	1278	99.8	24.3	47.7	28.0	75.7	73.2
<b>Racial/Ethnic Group</b>							
White	1432	99.8	19.5	41.2	39.3	80.5	80.7
African American	920	99.1	38.4	44.9	16.7	61.6	60.0
Asian/Pacific Islander	20	100.0	15.8	31.6	52.6	84.2	88.5
Hispanic	207	100.0	30.4	46.2	23.4	69.6	68.0
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>							
Disabled	414	97.6	58.8	30.4	10.8	41.2	43.5
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
<b>Limited English Proficient</b>							
Limited English	183	100.0	32.1	47.3	20.6	67.9	67.9
<b>Socio-Economic Status</b>							
Subsized meals	1540	99.4	34.8	44.7	20.6	65.2	62.1

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
<b>Writing</b>									
All Students	3935	98.8	31.7	38.2	30.1	68.3	70.2	95.8	96.1
<b>Gender</b>									
Male	2008	98.6	40.1	37.6	22.4	59.9	63.2	95.8	96.0
Female	1927	99.1	23.2	38.8	38.0	76.8	77.5	95.9	96.3
<b>Racial/Ethnic Group</b>									
White	2157	99.2	23.9	36.5	39.7	76.1	79.1	95.6	95.9
African American	1424	98.4	43.9	39.7	16.3	56.1	57.6	96.0	96.3
Asian/Pacific Islander	34	100.0	9.1	45.5	45.5	90.9	86.2	96.5	97.3
Hispanic	306	98.0	37.2	43.5	19.3	62.8	62.6	96.1	96.5
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	68.7	95.6	94.9
<b>Disability Status</b>									
Disabled	603	94.2	77.0	17.8	5.2	23.0	26.1	95.2	95.2
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	54.7	97.2	96.5
<b>Limited English Proficient</b>									
Limited English	277	98.2	40.8	39.6	19.6	59.2	61.2	96.2	96.8
<b>Socio-Economic Status</b>									
Subsidized meals	2297	98.5	41.2	39.7	19.1	58.8	58.9	95.4	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	700	99.9	27.5	30.5	41.9	72.5
	4	676	100.0	30.8	34.8	34.4	69.2
	5	630	99.8	21.5	43.1	35.4	78.5
	6	633	100.0	26.7	43.1	30.2	73.3
	7	628	99.8	28.5	38.5	33.0	71.5
	8	634	99.5	32.5	39.7	27.7	67.5
Mathematics							
2009	3	700	99.9	34.1	34.3	31.6	65.9
	4	676	100.0	26.5	46.2	27.3	73.5
	5	630	99.8	26.3	45.6	28.0	73.7
	6	633	100.0	24.7	48.4	26.9	75.3
	7	628	99.8	30.6	38.3	31.1	69.4
	8	634	99.5	37.3	36.5	26.2	62.7
Science							
2009	3	355	100.0	40.7	41.7	17.6	59.3
	4	676	100.0	32.6	54.3	13.1	67.4
	5	312	99.4	32.6	52.8	14.6	67.4
	6	324	99.7	31.4	55.4	13.2	68.6
	7	628	99.8	24.7	51.1	24.2	75.3
	8	317	99.7	35.4	41.6	23.0	64.6
Social Studies							
2009	3	344	99.7	25.9	35.4	38.6	74.1
	4	676	98.8	26.3	52.3	21.4	73.7
	5	317	100.0	28.8	41.4	29.8	71.2
	6	309	100.0	17.5	50.7	31.8	82.5
	7	628	99.8	33.4	33.3	33.3	66.6
	8	314	99.7	22.3	44.0	33.7	77.7
Writing							
2009	3	702	98.3	39.7	29.4	30.9	60.3
	4	669	99.7	33.4	40.1	26.4	66.6
	5	635	99.2	28.0	37.8	34.1	72.0
	6	642	98.8	27.5	42.3	30.2	72.5
	7	644	98.8	31.6	38.3	30.1	68.4
	8	643	98.1	29.4	41.7	28.9	70.6

Abbreviations for Missing Data

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**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	656	98.6	12.7	37.7	35.2	14.4	63.2	61.8	No	Yes
Male	345	99.1	16.0	40.8	32.8	10.4	56.7	57.4	N/A	N/A
Female	311	98.1	9.2	34.4	37.8	18.7	70.4	66.1	N/A	N/A
White	388	98.7	8.7	30.6	40.9	19.8	72.9	74.3	Yes	Yes
African American	232	98.7	18.8	47.7	28.0	5.5	48.2	44.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	27	96.3	24.0	48.0	16.0	12.0	40.0	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	95	95.8	39.8	42.0	10.2	8.0	26.1	19.4	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	20	90.0	26.3	57.9	15.8	N/A	36.8	38.5	I/S	I/S
Subsized meals	296	99.0	19.4	42.7	31.2	6.8	50.2	45.6	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	656	98.5	18.7	32.1	26.3	22.8	62.4	62.7	No	Yes
Male	345	98.8	20.0	33.2	24.9	21.8	60.6	61.8	N/A	N/A
Female	311	98.1	17.3	31.0	27.9	23.8	64.3	63.6	N/A	N/A
White	388	98.7	13.8	29.8	25.2	31.2	69.6	75.1	Yes	Yes
African American	232	98.3	27.2	37.3	26.3	9.2	49.8	45.1	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	27	96.3	24.0	32.0	32.0	12.0	52.0	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	95	95.8	48.9	33.0	14.8	3.4	26.1	21.8	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	20	90.0	26.3	36.8	31.6	5.3	47.4	52.3	I/S	I/S
Subsized meals	296	98.6	27.0	36.7	27.0	9.4	50.4	47.9	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	645	89.9	57.2	18.9	8.8	5.0	N/A	N/A	N/A	N/A
Male	336	89.0	56.8	16.1	10.1	6.0	N/A	N/A	N/A	N/A
Female	309	90.9	57.6	22.0	7.4	3.9	N/A	N/A	N/A	N/A
White	385	92.5	51.9	22.6	10.9	7.0	N/A	N/A	N/A	N/A
African American	225	85.8	65.8	13.3	4.9	1.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	26	84.6	73.1	3.8	7.7	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	84	65.5	60.7	3.6	1.2	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	21	90.5	81.0	4.8	4.8	N/A	N/A	N/A	N/A	N/A
Subsized meals	287	86.8	67.2	12.2	5.6	1.7	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	669	99.3	9.0	28.1	37.3	25.6	73.3	69.7
	2009	656	98.6	12.7	37.7	35.2	14.4	63.2	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	669	99.1	14.7	27.1	32.0	26.2	69.9	67.2
	2009	656	98.5	18.7	32.1	26.3	22.8	62.4	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate, grades K-8	96.4%	94.0%*	Yes

\* Or greater than last year  
\*\* Adjusted to account for natural variation in performance.